

# DEAF MUTES' JOURNAL.

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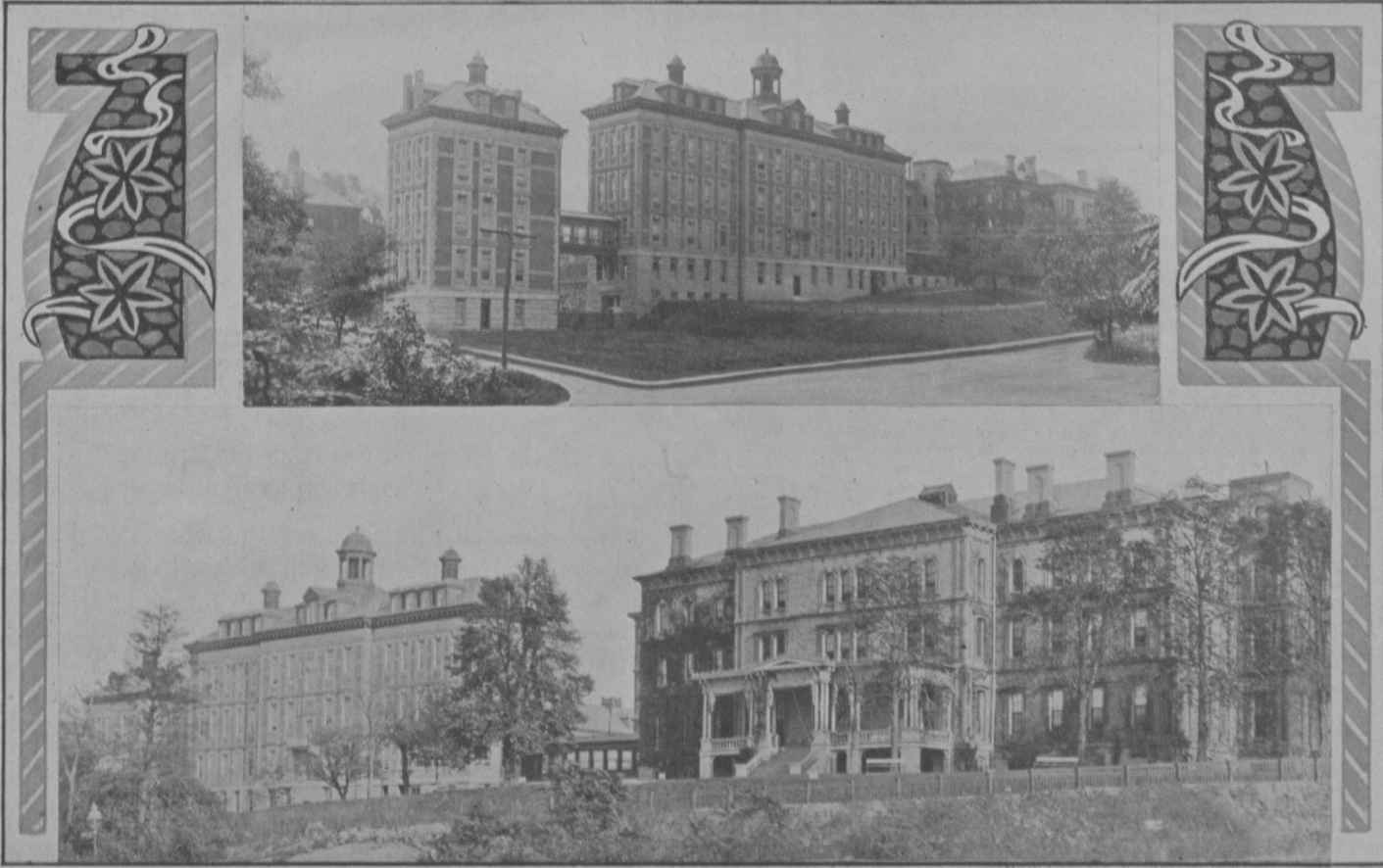
"There are more men ennobled by reading than by nature."

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## The New York Institution.

[Extracts from the Principal's Annual Report for the year—1913-14.]

There have been during the past year in attendance 501 pupils—311 males, 190 females.  
The entire number who have been taught since May, 1818, at which date school exercises were begun, has been 4,655.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

There have gone out into the world of duty and labor 4,154. Of this number 1,364 have been under my personal supervision. In a large Institution like our own, receiving all classes of the deaf, so great a variety of conditions are to be found that the educator is confronted with complex problems. We are in full accord with Herbert Spencer, who asserts that the knowledge of how to live is of most worth.

"Not to know how to live in the more material sense only, but in the widest sense. The general problem which comprehends every special problem is—the right ruling of conduct in all directions and under all circumstances; in what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to behave as a citizen; in what way to utilize all these sources of happiness which nature supplies—how to use all our faculties to the greatest advantage to ourselves and others—how to live completely. And this being the great thing needful for us to learn, is, by consequence, the great thing education has to teach. To prepare us for complete living is the great function which education has to discharge, and the only rational mode of teaching of any educational course is to judge in what degree it discharges such function."

The Institution, therefore, comprises various schools to afford opportunity for the thorough, all-round development of the pupils. The School of Letters, for developing the mind with a special regard to the use of the English language and to give practice to the transference of thought by means of language forms; the Vocational School, for perfecting the individual in some useful branch of handicraft, which will enable him to gain a comfortable living after graduation. The School of Physical Culture, for the development of a sound body. The School of Art, for training the eye and hand to depict, by pictorial illustration, the thought which lies within. The Military School, for the inculcation of ready, prompt and cheerful obedience to a controlling authority as well as to secure uniformity of movement and an erect, snappy carriage of body. The School for the Practice of Musical Rhythm, which has been found to be the most potent factor for enlivening the deaf, in both mind and body. The School for Voice Training, so that, wherever it is possible, communication with the world at large may be had through intelligible speech; and, finally, the Kindergarten and Montessori Schools, which make the acquisition of knowledge pleasurable for the youngest of our pupils.

Careful experimentation for upwards of thirty years in the use of harmonious tone vibration, has resulted in a fixed policy of applying musical rhythm to every pupil in the Institution. The marked advance in enunciation, both as regards tonal effect and fluency, is a sufficient warrant of our premise. We are further strengthened by the fact that several of the prominent Schools for the Deaf, which have heretofore regarded the musical rhythmical experimentation as possessing but little value, have within the year undertaken practice along these lines, and are using musical rhythm, interpreted by their own individual ideas. The great fact, however, remains, that for the deaf nothing has as yet been found which secures that clarity of utterance, and at the same time gives pleasure to the pupil, as the singing of songs and the enjoyment of musical productions rendered by a military band. Labored, indistinct, or unintelligible speech, has been the peculiarity of the true deaf, but by means of musical rhythm a willingness to use the vocal organs and an ease in their use has been gained.

We have thus made speech a joy to the deaf, instead of a sorrow.  
Who is there that can, in logical words, express the effect music has on us?

It is of more than passing interest to note that the leaders in the education of the hearing child have recently come to regard dramatic expression as necessary for the best development of the individual. This recognition of dramatic instinct in children must be regarded as a distinct step forward in the work of the schools.

Mimicry, pantomime and make-believe plays, are now introduced early in the school plan and are continued through the intermediate grade. This recognition of the natural way of awakening and energizing all the faculties of the young child and fitting him for the later demands that life will make upon him, accentuates the true philosophy which underlay the efforts of the early educators of the deaf. It accentuates the great psychology of pedagogy, as it is now called, so clearly expressed in the works of Bebian, of France, and Harvey P. Peet, of

prenticeship, after leaving school, should be required, because the persons in control of the various world industries are not governed by the educational spirit, but entirely by the mercantile spirit, hence the man who is able to undertake any task in his particular line without unusual and explicit instruction as to procedure, becomes the peer of skillful workmen, and is able, notwithstanding his deafness, to hold place with them.

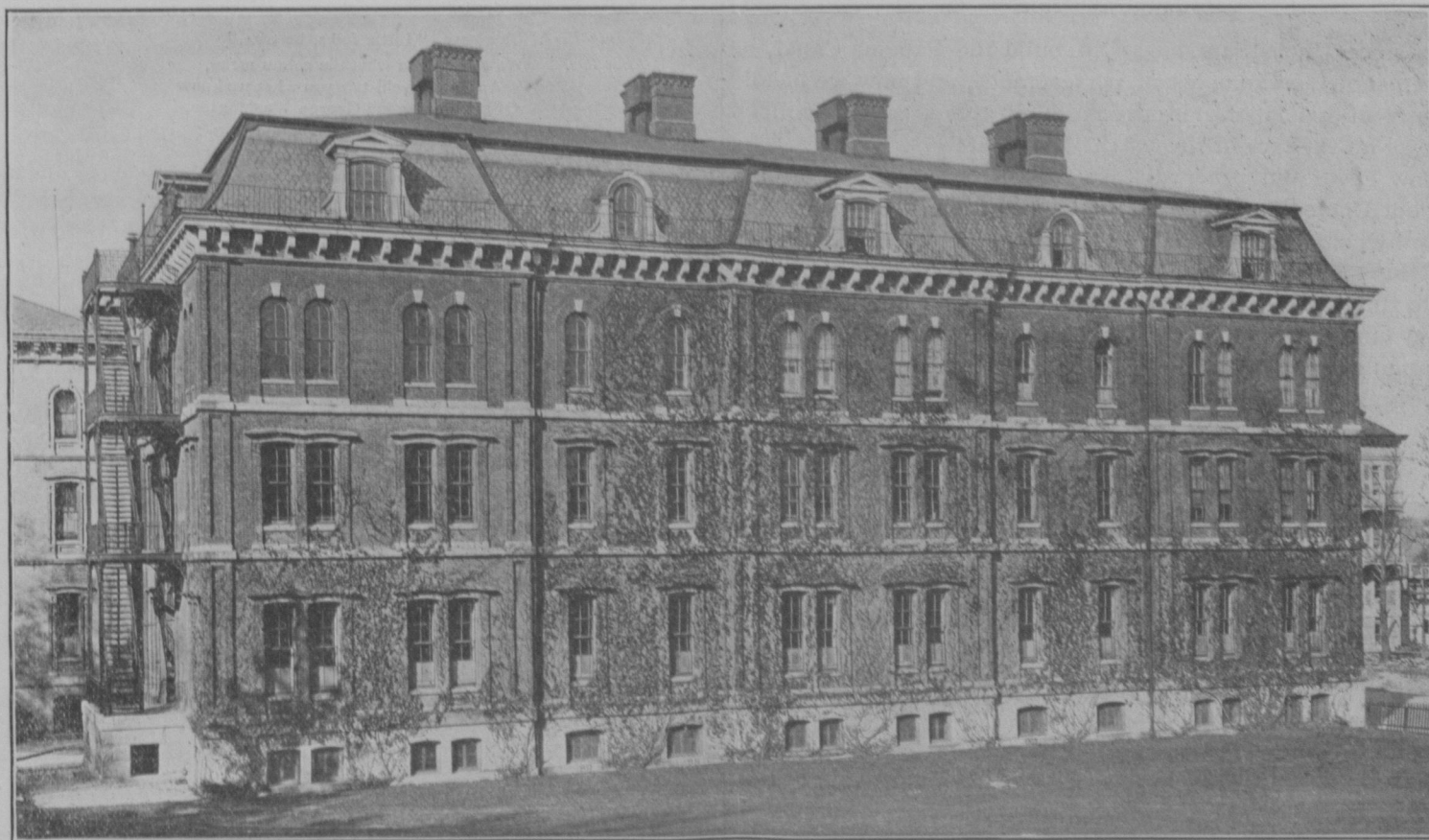
The equipment of our trade schools is ample, and the instruction in the fundamentals so thorough that less than 4% of our graduates fail to become self-supporting, productive citizens. Under these circumstances, the inefficient deaf man, in almost every case, is the pupil who has been taken away from the school before he has mastered his trade. The ability to earn from \$6 to \$9 per week, at the age of 15, satisfies too many of the parents of our deaf. If it were possible by legal enactment to prevent this injustice to the deaf child, the record of satisfactory entertainment and successful accomplishment would be almost perfect.

## Developing Manual Dexterity.

The subjoined plan for the development of Manual Dexterity is the result of years of experimentation, and therefore practical, not theoretical. It is printed at the request of Dr. A. C. Hill of the State Department of Education.

### KINDERGARTEN OCCUPATIONS.—FIRST AND SECOND YEARS.

1. Paper and Straw Chains.—First lessons in sorting and matching, also in harmonizing colors.
2. Sewing Cards.—First lessons in use of needle in outlining familiar objects. Neat and careful work required.
3. Paper Folding.—First lessons in form. Folding various surface forms, using same to illustrate language lessons.
4. Paper-Cutting.—First lessons in use of scissors. Form continued. Used for illustrating language lessons. Original designing encouraged.
5. Making Paper Mats.—First lessons in weaving and designing. Using paper strips.
6. Weaving Cards.—First lessons in weaving and designing with threads.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
Academic Building—150 x 50 feet.

America. The suggestions for procedure, by the eminent educators of the hearing to-day, are identical with those of the authorities just mentioned, who were specialists in the education of the deaf—*vis.*, Nature stories of animals, insects, flowers, the elements, the simplest fables, such as deal with familiar things of nature and animals, then instances of their own environment, followed by history stories and folk myth of those people related to us in the order in which their relation is most apparent to the children. It would seem, therefore, that without argument, this would accentuate the correctness of our own position in maintaining that the Combined System is correct, both philosophically and practically, and the only method which will bring the individual to his highest point of excellence.

The discovery of what is true and the practice of that which is good are the two most important objects of philosophy.

Another indication that the educators of the deaf have been very much in advance of the educators of the hearing in their efforts to supply what is necessary to best fit children for life, is indicated by the very great importance that has been attached to the teaching of trades.

Modern phraseology calls it "pre-vocational," with our practice and for the deaf, I prefer "pro-vocational."

It has been our custom, when the age of fourteen is reached and the physical condition warrants, to assign each pupil to a trade school for half the time of the school day. From the age of five until the later age, six hours per diem of classroom instruction is given, and in most cases sufficient advance has been made in the school of letters to make possible, without loss to the individual, the employment of a half day in acquiring skill in some one of the trades in the pursuit of which the deaf are not oppressively handicapped, and in which after graduation they can successfully compete with craftsmen and receive the rate of wage which compensates the several trades.

It seems to us imperative that the trade undertaken should be so thoroughly taught in the trades school, that no further ap-

7. Knitting (with spools).—First lessons in knitting. Making mats, hats, horse-reins, etc.
8. Free-hand Drawing.—First lessons in drawing and illustrating. Pictures illustrate language lessons.
9. Designing (with wooden surface forms, in squares, circles, and triangles, etc.).—First lessons in design. Designs are reproduced by pasting corresponding paper forms in books.
10. Designing (with sticks and rings).—First lessons in line designing. Familiar objects outlined. These may be preserved by drawing and coloring designs in books.
11. Crayon Work.—Coloring pictures and designs. First lessons in the use of crayons.
12. Card-Board Modelling.—First lessons in construction. Make boxes, chairs and houses.
13. Clay-Modelling.—First lessons in use of clay. Modelling objects based on spheres, cubes and cylinders. Used in connection with language work.
14. Conventional Designing.—First lessons in conventional designing borders for decoration of book covers, rugs, wall paper, etc. Special dotted paper used.

### MANUAL TRAINING—THIRD, FOURTH AND FIFTH YEAR.

1. Weaving with Raffia.—Making bags, hats, mats, napkins rings, picture frames, etc.
2. Weaving with Reeds.—Making mats, napkin rings, trays, baskets of various kinds.
3. Weaving with Splints.—Making wall pockets, picture frames, furniture and baskets of various kinds.
4. Designing.—Original patterns for embroidery, preserved and traced on linen towels, aprons, tray cloths, etc.
5. Embroidery.—Outlining patterns traced from original or copied designs. Also cross-stitch work and button-hole stitch.
6. Card Board Modeling.—Continuing constructions of more difficult forms. Used to illustrate stories and rhymes: as bird houses, hen coops, rabbit hutches, etc. Original plans drawn and reproduced in cardboard.
7. Drawing.—Free-hand drawing illustrating stories and rhymes.
8. Paper-Cutting.—Illustrations for stories and rhymes, posters and designs for book covers.
9. Clay Modelling.—Illustrations for stories, language and nature lessons.
10. Brass-Hammering.—Designs for boxes, thermometer holders, calendar frames, lamp shades, etc. Original designing encouraged.
11. Painting.—Water color illustrations (original or copied) for stories, posters, calendars. Special day cards, book covers, etc.
12. Sewing.—Making bags, aprons, doll's clothes, etc.

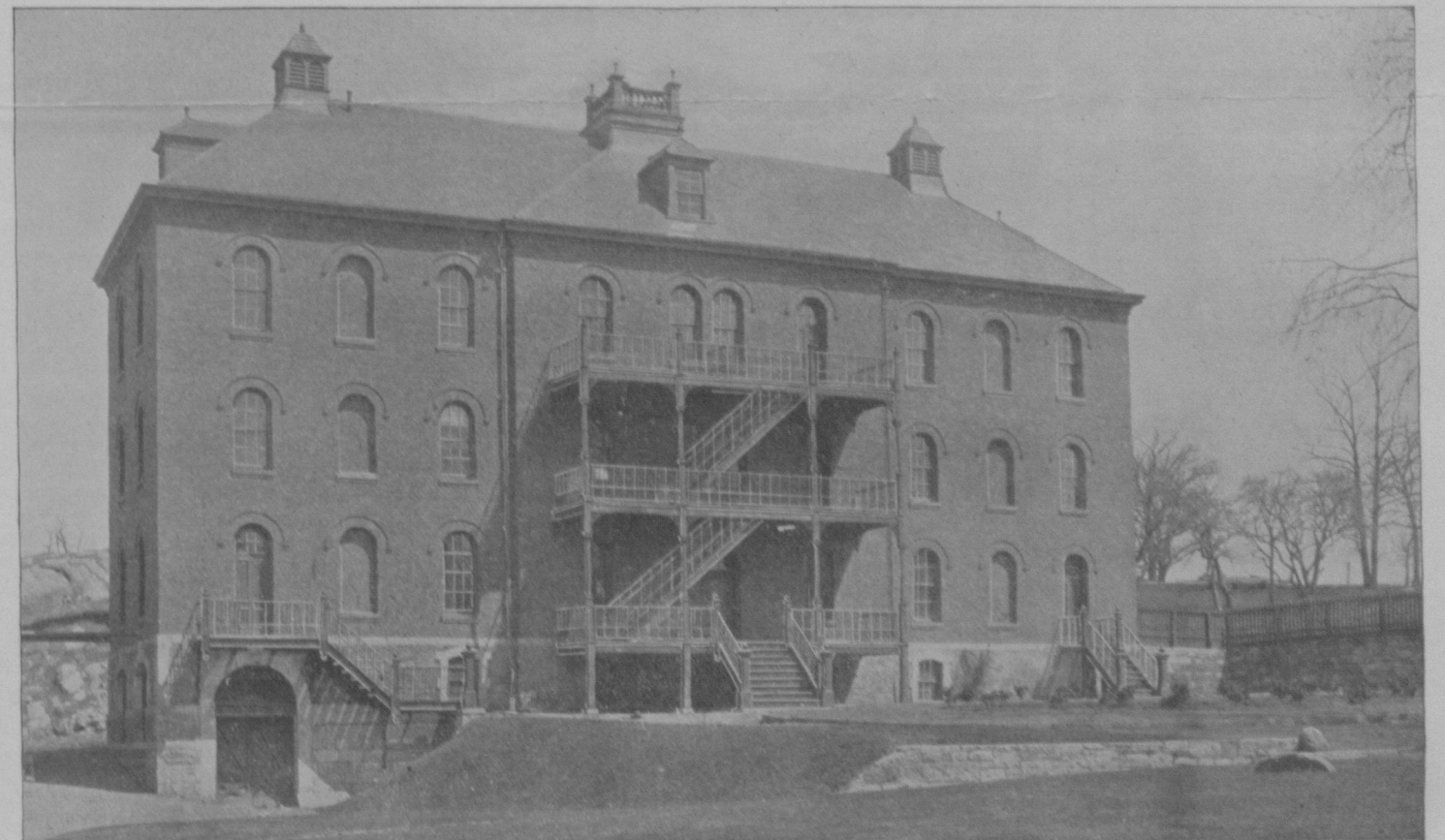
## Invictus.

Out of the night that covers me,  
Black as the pit from pole to pole,  
I thank whatever gods may be  
For my unconquerable soul.

In the fell clutch of circumstance,  
I have not winced nor cried aloud.  
Under the bludgeonings of chance  
My head is bloody but unbowed.

Beyond this place of wrath and tears  
Looms but the Horror of the shade,  
And yet the menace of the years  
Finds and shall find me unafraid.

It matters not how strait the gate,  
How charged with punishment the scroll,  
I am the master of my fate,  
I am the captain of my soul.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
The Trades School Building.—100 x 30 feet.



# Deaf-Mutes' Journal

NEW YORK, JUNE 17, 1915.

EDWIN A. HODGSON, Editor.

THE DEAF-MUTES' JOURNAL (published by the New York Institution for the Instruction of the Deaf and Dumb, at 99 Fort Washington Avenue and corner West 163d Street) is issued every Thursday; it is the best paper for deaf-mutes published; it contains the latest news and correspondence; the best writers contribute to it.

## TERMS.

One Copy, one year — — — \$1 00

## CONTRIBUTIONS.

All contributions must be accompanied with the name and address of the writer, not necessarily for publication, but as a guarantee of good faith. Correspondents are alone responsible for views and opinions expressed in their communications.

Contributions, Subscriptions and Business Letters to be sent to the

DEAF-MUTES' JOURNAL.  
Station M, New York.

"He's true to God who's true to man:  
Wherever wrong is done  
To the humblest and the weakest  
'Neath the all-beholding sun,  
That wrong is also done to us,  
And they are slaves most base,  
Whose love of right is for themselves,  
And not for all the race."

THERE may be difference of opinion as to which of the special days of the school year annually featured at Fanwood is freighted with most importance, but every one will agree that Commencement Day is the most spectacular, imposing and impressive of them all.

In the open air, upon a sloping greensward, with beautiful shade trees on all sides, the Directors of the Institution, the parents and friends of the pupils, the specially invited guests, are seated upon chairs arranged in great semicircles, and witness the most interesting and varied of exhibitions of educational accomplishment.

The features include voice culture, singing, speech and lip-reading, signs, writing, and the manual alphabet, military drill, gymnastics, cooking, art work in black and white on large slates, and all the cute and pretty and heart-touching exercises of the little boys and girls of the kindergarten.

The processes and results of broad and progressive curricula are exemplified one by one.

The exhibition begins at three o'clock in the afternoon, but previously for an hour or so the visitors have had an opportunity to inspect the Trades' Schools and rooms of industrial training and note the fine quality of work done by the pupils in carpentry and cabinetmaking, sign-writing, printing, dressmaking, embroidery, plain sewing. They can even observe the systematic methods for developing manual dexterity in the smallest pupils, which is preliminary to the vocational work of later years.

The Institution trains the head, the hand and the heart. One of its very important functions is character-training and the formation of habits wherein the moral and mental forces co-ordinate and form the bases that insure usefulness and success when school days are over and the contact with the busy world begins.

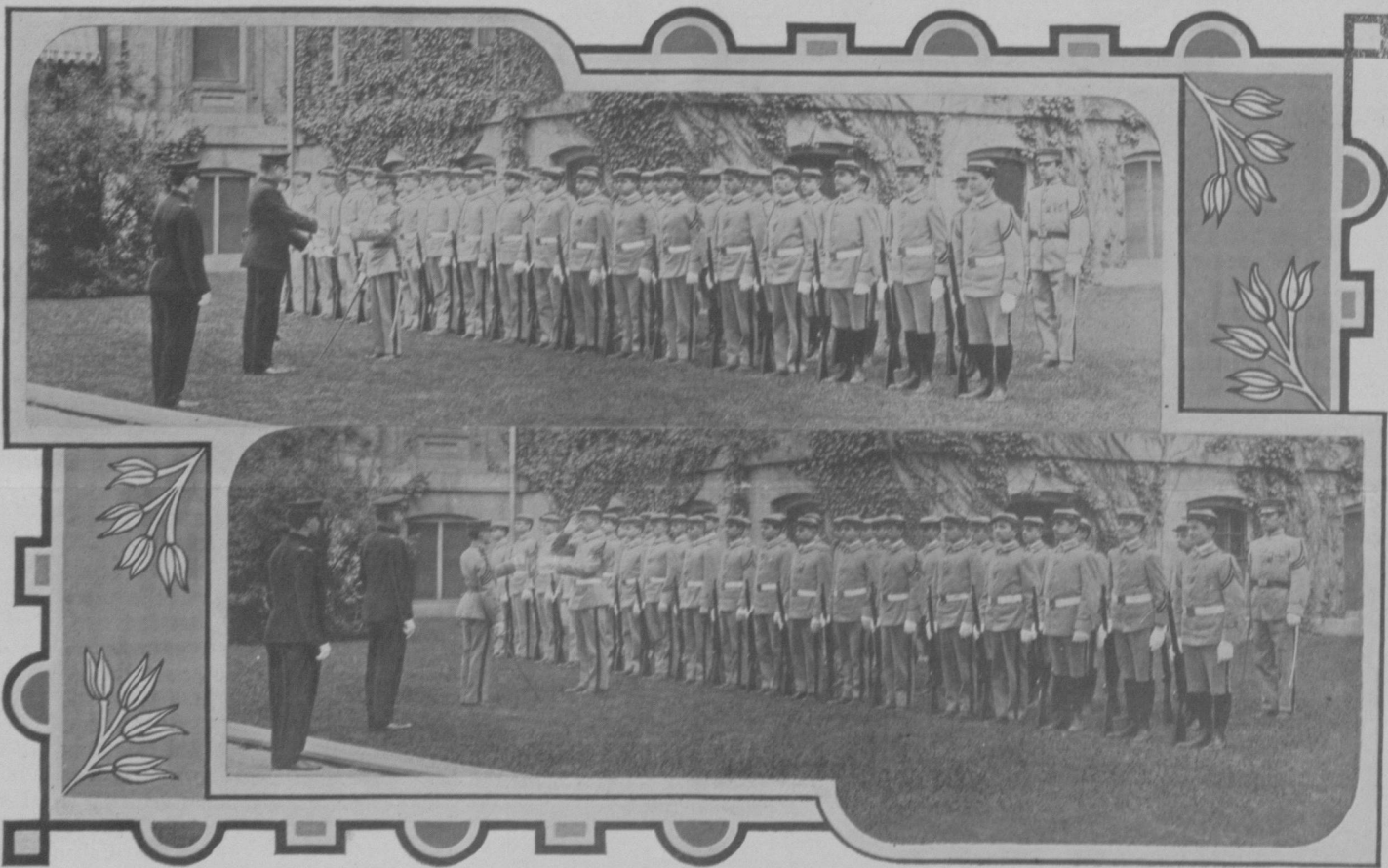
What the future holds in store always depends upon the earnest effort of teachers and pupils alike, during the preparatory days at school.

The past records of Fanwood's boys and girls have most emphatically confirmed the value of the system of education employed, and the motto of this year's graduating class—"Diligence"—is the true solution of the problems of the classes that shall follow them.

## Commencement Day at Fanwood.



THE NINETY SEVENTH COMMENCEMENT of the New York Institution for the Instruction of the Deaf and Dumb was held on the afternoon of Tuesday, June 15th, 1915, at three o'clock. The school year will close on June 16th. The program for the day was as follows:—



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
Special Company of Cadets that won a Silver Cup in Competition at 22d Regiment Armory.

### 1. Prayer.

### 11. Address by the President of the Institution.

### 111. Exercises by the Pupils, conducted by the Principal.

1. Salutatory Address, with Essay, on "Perseverance," by Benjamin F. De Castro.

#### SALUTATORY ADDRESS WITH ESSAY "PERSEVERANCE."

Ladies and Gentlemen:—In behalf of the class of nineteen hundred fifteen, I wish to extend a most hearty welcome to the friends of this Institution. We are leaving this Institution, that has so long protected us, to enter a sterner school, called the school of life. We are now graduating. We are to enter the world, and must bear all our sorrows and burdens patiently. In to-day's exercises you will observe the proofs of work done for the deaf by this school. We are glad to have you with us to-day. We cannot help feeling sad as we realize that it is our last afternoon as pupils of this school, but our hearts turn in gratitude to the Principal and teachers who have done so much for us. Again I bid you, one and all, a most hearty welcome.

#### PERSEVERANCE.

Ever since Uncle Sam began to build the Panama Canal, he has been showing examples of perseverance, and now we behold the fruits of his labors, in the form of the greatest artificial waterway on the face of the earth.

Yellow Fever and other disease forced France to give up the work, but Uncle Sam made a stand against them, and wrought a miracle by changing the zone from one of the most unhealthy to one of the most healthy places imaginable. When the pupils come to this school they find that beginning to study is hard, but they must show perseverance in study all the time, until they are promoted into the High Class. Thus they will learn the lesson of perseverance for use in the world.

Perseverance should be shown by working very hard all the time as this will give us success in the future. If we never get the habit of persevering, we will never have pleasure in the future.

Many deaf people, who graduated from this school, have been successful in the world. All of these, while pupils, showed perseverance in whatever they undertook to do. A building was being erected. Many mistakes were made in placing the bolts in the girders to make them stay. There were serious mistakes made by the man who supervised the work, but, by perseverance he clung to his task and succeeded in erecting such a building as had never been seen before.

We are all builders. Let us try to build so well that all who see our work will be pleased with our efforts.

### 2. Presentation of Cooking Class Methods.

### 3. Kindergarten Exercises. Miss McGill, Director.

#### 1. Rhythmic Plays and Voice Drill. [Montessori and First Grade Kindergarten Classes.]

1. March.
2. Dance of Greeting.
3. Thread the Needle.
4. Jack in the Box.
5. Rhythmic Exercises and Syllable Practice.
6. Snail Shell.

#### 2. Kindergarten Songs and Mother Goose Rhymes. [Second and Third Year Classes.] [Rhythmic Exercises and Voice Drills.]

1. Looby Loo.  
I put my right hand in,  
I put my right hand out,  
I give my right hand—shake, shake, shake,  
And turn myself about.  
I put my left hand in, etc.  
I put my right foot in, etc.  
I put my left foot in, etc.  
I put my whole self in, etc.

2. The Shoemaker.  
Rap a tap tap, and tap a tap, too,  
This is the way to make a shoe.  
Rap a tap tap, and tap a tap, too,  
This is the way to make a shoe.

3. Dickory, Dickory Dock.  
4. Baa Baa Black Sheep.  
5. Good-bye Song.  
Good-bye, good-bye, good-bye to you,  
Good-bye, good-bye, good-bye to you.

3. Folk Dances.
  1. Swedish Dance.
  2. Bohemian ("Strasak").
  3. English ("Heb, Boys, up go we!")
4. Ten Little Indians (Sing and Dance.)
  1. "One little, two little, three little Indians,  
Four little, five little, six little Indians,  
Seven little, eight little, nine little Indians,  
Ten little Indian boys."
  2. Indian Peace Dance.
  3. "Ten little, nine little, eight little Indians,  
Seven little, six little, five little Indians,

4. Four little, three little, two little Indians,  
One little Indian boy."
5. Recitations, "What We Know about Washington."  
[First Primary Class.] II Oral Exercise.  
First Boy. George Washington was born February 22, 1732. His father was a rich farmer. Washington was a kind, polite and truthful boy.  
Second Boy. George Washington went to school. He studied hard and wrote carefully and neatly. When he was eleven years old his father died. His mother took care of him. He loved her and obeyed her.  
Third Boy. George Washington's brother was a soldier. He told him stories about soldiers. George played soldier with the boys at school.  
Fourth Boy. When George Washington was a man, he went to live at Mt. Vernon. Mt. Vernon was a large farm. There was a beautiful large house on the farm.  
Fifth Boy. George Washington was a soldier. He was brave and wise and good and the people loved him. He was the first President of the United States. He died at Mt. Vernon in 1799.  
6. An Irish Jig.  
7. Our Flag. Oral Exercise.  
All. Pretty colors, one, two, and three,  
Red and white and blue,  
Make the flag for you and me,  
That we love so true.  
First Girl. When Betty Ross first made our flag  
For Washington, so long ago,  
She chose the red and white and blue,  
So very dear to me and you.  
Second Girl. Red says, "Be brave, both in war and peace."  
Third Girl. White says, "Boys and girls, be pure, both in words and deeds."  
Fourth Girl. Blue says, "Little folks, be true."  
First Boy. We've told you what the colors mean,  
And now we'll tell you what we know  
Of great and good George Washington,  
Who loved our flag, so long ago.  
Second Boy. A great and brave soldier was he,  
Because he loved the flag, you see,  
And he could march as well as we.  
Third Boy. He was wise as well as could be,  
And he could march as well as we.  
Fourth Boy. He could jump fences and climb a tree  
And wear out trousers as well as we.  
Fifth Boy. He loved his horses, dogs, and toys,  
And behaved as well as most of boys  
And he could march as well as we.  
Sixth Boy. He was truthful as truthful could be  
And he could march as well as we.  
Seventh Boy. He always obeyed his mother  
For he was good as good could be  
And he could march as well as we.  
Eighth Boy. He saved his country and made it free,  
Countries may be saved by such as we,  
And he could march as well as we.  
Ninth Boy. Hoping you will remember this day,  
We will proceed to march away.

4. The Wind. [Miss Green's Class.]  
Lester. Who has seen the wind?  
Katie. Neither I nor you.  
Harry. But when the leaves hang trembling,  
The wind is passing through.  
Rose. Who has seen the wind?  
Katherine. Neither you nor I.  
Meyer. But when the trees bow down their heads,  
The wind is passing by.  
Thomas. We saw you toss the kites on high.  
Hymen. And blow the birds about the sky.

- Amelia. And all around we heard you pass,  
Like ladies' skirts across the grass.  
All. O wind-a-blowing all day long,  
O wind that sings so sweet a song,  
We saw the different things you did.  
Lester. But always you, yourself you hid.  
Meyer. We felt you push.  
Katie. We heard you call.  
Harry. We could not see yourself at all.  
Thomas. O wind-a-blowing all day long,  
O wind that sings so sweet a song,  
O you that are so strong and bold,  
O blower, are you young or old?  
Alfred. Are you a beast of field and tree,  
Or just a stronger child than me?  
Amelia. O wind-a-blowing all day long,  
O wind that sings so sweet a song.

### 5. Graduating Essay, "An Appreciation of Modern Civilization," by Charles Golden.

### 6. Miss Stryker's Class.

#### 6 AND 9

A queer little boy who had been to school  
And was up to all sorts of tricks,  
Discovered that 9 when upside down  
Would pass for the figure 6.  
So when asked his age by a good old man,  
The comical youngster said,  
"I'm 9 when I stand on my feet like this,  
But 6 when I stand on my head." By Hymen Stecker.  
6 and 9 had a falling out,  
I can't say what it was all about;  
9 was angry and said "Oh, my!  
You know you are worth 3 less than I."  
The other cried with a pout and a frown,  
"You are nothing but 6 turned upside down."  
By Aurelio Ruggero.

### 7. Rhythmic Voice Culture illustrated by Advanced Classes.

### 8. Presentation by the Band and Field Music.

1. The 12th Regiment March.
2. The Trumpeter's Piping Song.
3. The American Patrol March.
4. Silver Threads Among the Gold.
5. It's a Long, Long Way to Tipperary.
6. The Washington Post March.

### 9. Art Work with the Deaf.

### 10. Military Exhibit by C Company.

MUSIC BY VAN BAAR.

### 11. Presentation of Gymnasium Work.

### 12. Graduating Essay, "The Three Factors of Civilization," with Valedictory Address, by Solia Gerschaneck.

#### ESSAY.—"THREE FACTORS OF CIVILIZATION," WITH VALEDICTORY ADDRESS.

Three essential things keep the wheels of civilization running, viz:—religion, ethics and labor. A consideration of them causes one to stop and think of what other people have done in promoting the general welfare of the race.

First, and most important, is religion, which calls for careful consideration. It was familiar to people of primitive times, and has held its place in all ages from the earliest times to the present.

Before the dawn of religion, man was little above the animal, in spite of his having a soul. With religion, there came a wonderful change on his moral nature. It led man to feel religiously, work religiously, and to worship God. As a result, man became purified and humanized; he began a real, useful existence.

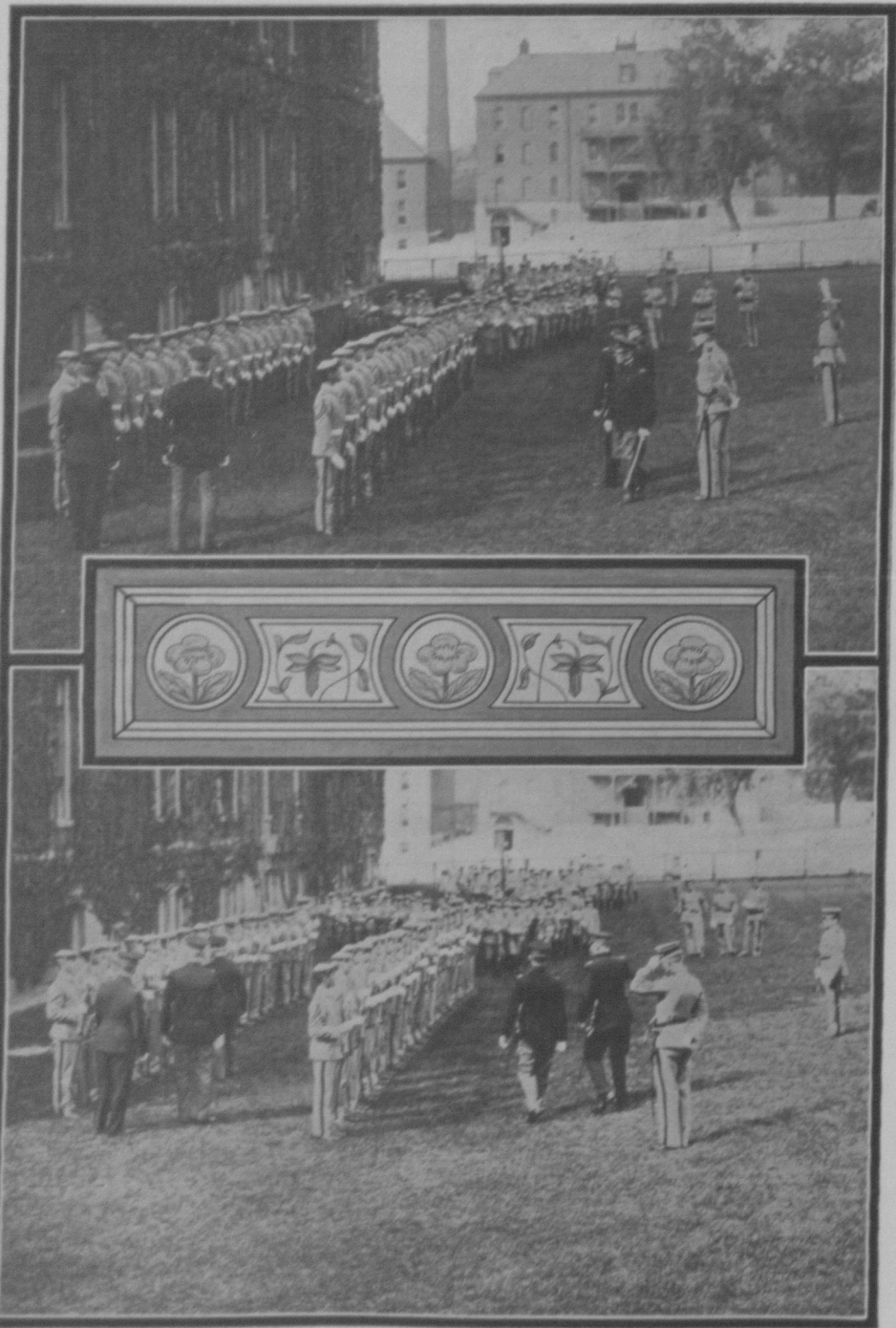
Without the refining influence of religion we cannot imagine the world as it stands to-day. To the earlier guides and leaders, whose perseverance and fidelity brought religion out of chaos, we owe much for what life means to us to-day.

The second essential, Ethics, the science of morals, has undergone severe criticism in the past, but at the present day it is receiving appreciation as a science valuable alike to religion and to education. It owes its existence to religion. It improves the manners of those whose lives are religious in thought and labor.

It has also been a factor in the correction of the absurd ideas of past centuries relating to the education of children. To-day, in all good schools, the children receive instruction in "Manners and Morals," from their teachers, who studied Ethics as a part of their training. It has come to stay with us, and remains an important branch of mental training.

Labor belongs to man by natural law, and is responsible for the rapid progress of civilization. It leads people to think and to invent many things that are of inestimable value to the commercial and industrial world. To work during day and think quietly, after the fatigue of labor, means a life peaceful and enjoyable, says Solomon. And it is really a wise counsel.

From what has been said, it is clear that we should live our lives religiously, ethically, and in labor, if we would have them useful to ourselves and the world. In trying to do right and in helping others who are unfortunate, is to be religious; to try to instruct younger folk to live properly and be courteous, is ethical; and to try to give them a chance to

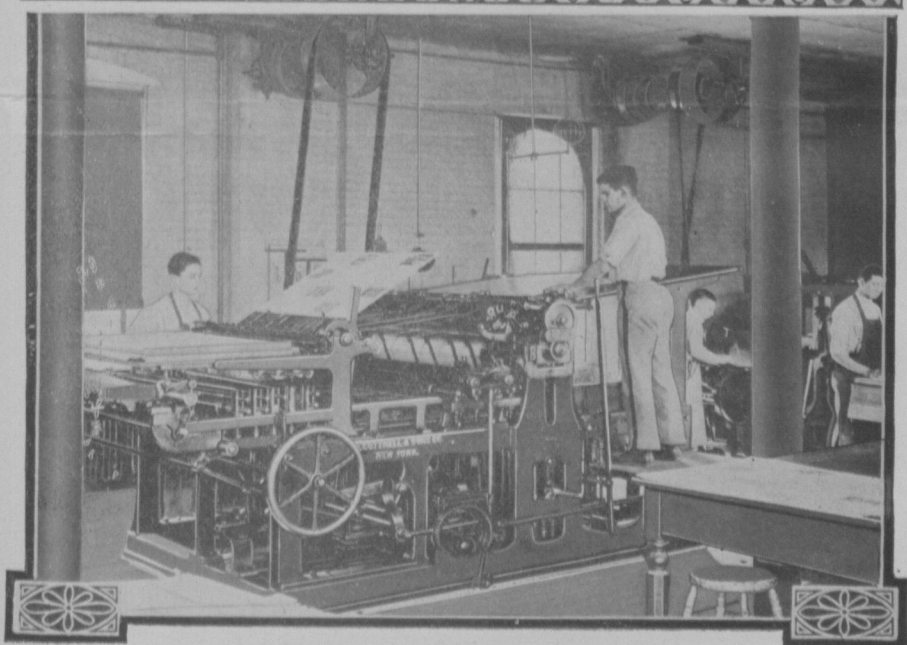


NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF & DUMB  
Members' Day—Examination in the Manual of Arms.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
Kindergarten School in the Open Air.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF & DUMB.  
Printing the Annual Report.

learn trades which will be of use to them, is labor. Then, let us try and try, and we will surely be able to produce results which will speak better than a written volume.

#### VALEDICTORY ADDRESS.

*To the President and Members of the Board of Directors:*—Your zealous enthusiasm in behalf of the Institution and its pupils have made us deeply sensitive of your interest in our welfare, and you deserve from us our lasting gratitude. We shall ever bless your kind thoughtfulness and encouragement, and pray that your work will continue long in the same line of unselfish usefulness. Farewell!

*To our Dear Principal and Teachers:*—One of the sweetest recompenses of our loss of hearing, is the friendship, instruction, comfort, and proper guidance we have been enabled to receive from you. The largest part of our school remembrance belongs to you; your place in our hearts is large and warm. The sweet remembrance of you will never be effaced either by age or circumstances.

We know that in the days to come we shall sorely miss your counsel and guidance, but we shall endeavor to conduct our lives in the way your instruction has mapped out for us, and this may give you consolation when you think of us. To-day we sever our ties with you as pupils, but not as friends, and we leave knowing the debt we owe you, a debt which we shall try to discharge by clean and decent careers in the great world. Farewell!

*To the Members of the Graduating Class:*—The time has come when we must stop play and begin work—work with a sincere purpose and a definite aim. We must expect many severe trials ere we must "make good," for it calls for strength and courage, with perseverance and fidelity, in order to win. When we succeed, if we do so, it will indicate that the education given us here was the kind we needed. Show your flag, and nail it to your masthead; work and struggle honestly and honorably, we will come out stronger in mind, body and soul. Remember always what is due to our dear *Alma Mater*, who took us as small children and to day sends us forth prepared to work out our own salvation. Let her dear name and fame be sacred to us, and our solemn duty to do naught that may ever tarnish her glorious record. Farewell!

**IV. Report on the Annual Examination, by the Chairman of the Committee on Instruction.**

#### V. Distribution of Diplomas Certificates and Prizes.

Certificates of good scholarship for the five years' course were given to: Elsie Ade, Morris Axler, Albert Burger, Annie Bauernschmidt, Max Cohen, Leon Churchwell, Rebecca Champagne, May Dorr, Jacob Eberhardt, Tony Fannelli, Margaret Grosskopf, Estelle Gerstele, Morris Gabawitch, Charlotte Hoffman, Ruth Johnson, Hymen Krishinsky, Elizabeth Kohler, Beckie Kornblum, Lillie Liebert, Anna L. Lange, William McDonnell, Dornette Mainone, Joe Milewski, Henry Miller, Rubin Pois, Frederick W. Parker, Julius Rosenberg, George Sherman, Earl L. Shaler, Jacob Stark, Solomon Schatz, William Staragusky, Solomon Schwartz, Sarah E'owitz, Charles Sussman, George H. St. Clair, John J. Uhl, George W. Webb, Jr.

Diplomas for the eight years' course were given to: Hjalmar Bergstrand, Herbert Carpenter, Morris Elowitz, Louis Edwards, George L. Fryer, Solia Gershanek, Frederick Gabay, Charles Golden, Yetta Greenstein, Elsie M. Hatch, Harry Klein, Victor Lind, Charles W. Olsen, Charles Phillips, Moses A. Rosenberg, Joseph Rubin, Jennie Skulnik, Charles R. Snook, Moses Schnapp, Agnes Valley.

Diplomas for a special course embracing ten years were given to Herman Cammann and Benjamin F. DeCastro.

The prize for embroidery was won by Thurstia LaMour.

The prizes for Shirtmaking were conferred on Gertrude Smith and Rebecca Champagne.

The prizes for Dressmaking were conferred on Elsie Luf, Wanda Makowski and May Ruhl.

The prizes for Plain Sewing were conferred on Annie Jacobs and Gladys Curedale.

The prizes for proficiency in Cooking were awarded in the different grades, respectively, to: Max Hoffman, Marion McCoy, Vera Hoffman, Nadine Lavond, Harriet Gallagher, Benjamin Cohen, William Downs, Solomon Schwartz, Meyer Lifshitz, Emil Mulfeld.

The prizes for speed and accuracy in typesetting, punctuality and good conduct during the year, originality and taste in job work, and general knowledge in printing, were awarded as follows:

First Grade—Solia Gershanek. Second Grade—Moses A. Rosenberg. Third Grade—Max Cohen. Fourth Grade—Hymen Krishinsky.

Prizes for Press Work were awarded to Charles Golden and John Stafford.

The prize for marked improvement and good conduct was awarded to Santo Guinta.

A prize for General Excellence was awarded to Moses Schnapp.

Prizes were given to the pupils of each division for proficiency in their respective trades, viz.:

#### CARPENTERS

Morning Division—First Prize, Joseph Rubin; Second Prize, Samuel Seigel; Third Prize, Royal Kroboth.

Afternoon Division—First Prize, George L. Fryer; Second Prize, John Nesgood.

The Special Prize, for Marked Skill and Ability in Cabinet Work, was awarded to Morris Elowitz.

#### HOUSE AND SIGN PAINTING AND GLAZING

Morning Division—First Prize, William Lux; Second Prize, William Burke; Third Prize, John Uhl; Fourth Prize, Ernest Ette.

Afternoon Division—First Prize, Hebert Carpenter; Second Prize, Louis Edwards; Third Prize, Hjalmar Bergstrand.

From the interest of the bequest made to the Institution by the late Madame Jumel, the following prizes were awarded in the Department of Art:—

ADVANCED GRADE—1st Prize, Charles Phillips; 2d Prize, James N. Orman; 3d Prize, William Burke.

Prize for Improvement in Drawing to Jacob Eberhardt.

Prize for Modelling to George W. Boland.

INTERMEDIATE GRADE—1st Prize, Hjalmar Bergstrand; 2d Prize, Frederick Gabay; 3d Prize, Hessel Bellin.

Prize for improvement in Drawing to Santo Guinta.

Prize for Modelling to Cecelia DeCamillis.

PRIMARY GRADE—1st Prize, Louis Cassinelli; 2d Prize, Maurice Sinclair; 3d Prize, Daniel Lizrowitz.

Prize for Improvement in Drawing to Gladys Dennis.

Prize for Modelling to Hilda Frederick.

The Henry Jausen Haight prizes for painting were awarded: 1st prize, Michele Ciavolino; 2d prize, Jean Paul Gruet; 3d prize, John Nesgood.

The Archibald D. Russell Gold Medals, for Highest Proficiency in the School of the Soldier, were awarded to: Cadet Frederick Gabay, A Company; Cadet William Ruthven, B Company; Cadet Emil Mulfeld, C Company.

The Principal's Gold Medal, for the Best Drill Officer, was awarded to Cadet Captain Jean Paul Gruet.

The General George Moore Smith Medals, for Marked Excellence in Military Drill, were awarded to: Cadets Henry Miller and John Funk, A Company; Cadets Harry Shapiro and Joseph Mazzola, B Company; Cadets Isidore Zinkowetsky and Abe Jaffre, C Company.

The medal for General Excellence in Field Music, was awarded to Benjamin F. DeCastro.

The Cary Testimonial, for superiority in character and scholarship, was awarded to Max Cohen.

The Demilt Prize, for character and scholarship, was awarded to Jacob Eberhardt.

The Frizzell Prize, for unremitting effort and successful attainment, whether in language, signs, poetry, or other studies embraced in the Intermediate Course, was awarded to Wanda Makowski.

The Alstyn Prize, for general excellence of character and perseverance in well doing, was awarded to Louis Edwards.

The Eliza Mott Prize, for improvement in character, was awarded to James Orman.

The Dennistoun Prize, for superiority in English Composition, was awarded to Solia Gershanek.

The prize offered by the Hollywood Fraternity of Deaf-Mutes to the Female Pupil who shall, in the opinion of the Principal, have made the greatest progress during the year, was awarded to Elsie Grossman.

The prize provided by the League of Elect Surds, the Fraternal Society of the adult deaf in the City of New York, to be conferred annually upon the Male Graduate who, in the judgment of the Principal, has made the best progress in all departments during the year, was awarded to Charles Phillips.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
A Class in Cooking.

The prize provided by the Manhattan Literary Association of Deaf-Mutes of New York City, to be conferred annually upon such pupil as shall have attained excellence in both the educational and printing departments, was awarded to Herman Cammann.

The testimonial to be conferred every year, in accordance with the terms of the bequest to this Institution by the late Harriet Stoner, upon such pupil in this Institution as has not acquired any knowledge through the ear, and at the time of graduation shall be found to have attained the highest comparative excellence in character and study, was awarded to Benjamin F. DeCastro.

#### VI. "All America," recited in signs by the choir and sung by the audience, accompanied by Van Baar.

My country 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died!  
Land of the Pilgrim's pride!  
From every mountain side  
Let freedom ring.

I love thy silvery strands,  
Thy Golden Gate that stands  
Affront the West;  
Thy sweet and crystal air,  
Thy sunlight everywhere—  
O land beyond compare,  
I love thee best!

My native country, thee—  
Land of the noble free—  
Thy name I love;  
I love thy rocks and rills,  
Thy woods and templed hills;  
My heart with rapture thrills,  
Like that above.

Let music swell the breeze,  
And ring from all the trees,  
Sweet freedom's song!  
Let mortal tongues awake;  
Let all that breathe partake;  
Let rocks their silence break—  
The sound prolong.

I love thy inland seas,  
Thy sweet magnolia trees,  
Thy palms and pines;  
Thy canyons, wild and deep;  
Thy prairies' boundless sweep,  
Thy rocky mountains steep,  
Thy deepest mines.

Our fathers' God! to thee,  
Author of liberty,  
To thee we sing;  
Long may our land be bright  
With freedom's holy light;  
Protect us by thy might,  
Great God, our King.

#### VII. Benediction.

TAPS.

#### Ivy Oration.

The Class Ivy was dedicated in the afternoon of Thursday, June 10th. Escorted by the band, the procession of graduates, led by Principal Currier and Dr. Fox, and followed by the teachers, marched to the northwest corner of the Main building, where the ceremonies occurred.

After the address by Principal Currier, Charles Golden delivered the—

#### IVY ORATION.

DEAR PRINCIPAL, TEACHERS AND MEMBERS OF THE GRADUATING CLASS:—Our assembly here to dedicate our 1915 Class Ivy brings us to the mind that we were uneducated when we were brought to Fanwood School as young trees.

During our school career, we have been diligent in cherishing the trees of knowledge, and now as our time is up, we find that our minds are enlightened enough to understand how to make good use of the teaching of this school in the world.

The fact that we feel proud of being what we are now, is due to the kindness of our Principal and teachers.

"Diligence," which we have chosen as our class motto, is the foundation of success in every line of work.

Not only will the memory of our *Alma Mater* be a blessing to us, but also we should feel it our duty to cherish our love for her throughout our lives. *Adieu.*

#### Philadelphia

The first Reunion of the Alumni Association of the Pennsylvania Institution for the Deaf and Dumb will be held at the Institution, in Mt. Airy, on September 4th, 5th and 6th (Labor Day), 1915.

The date first chosen was June 26th, and later a rumor spread that July 3d, 4th and 5th was selected; but the Executive Committee, at its meeting on June 2d, finally decided on the September date, as above.

Exercises will be held in the chapel of Wissinoming Hall on the morning of September 4th; sports will be enjoyed on the ground, in the afternoon, and in the evening the alumni and alumnae will be the guests of Dr and Mrs A. L. E. Crouter at a reception in Wissinoming Hall.

A Program is being arranged and will be published later. Visiting alumnae may secure accommodation at the Institution, at the rate of one dollar per day, that is for lodging and meals. Others may take meals at a nominal price.

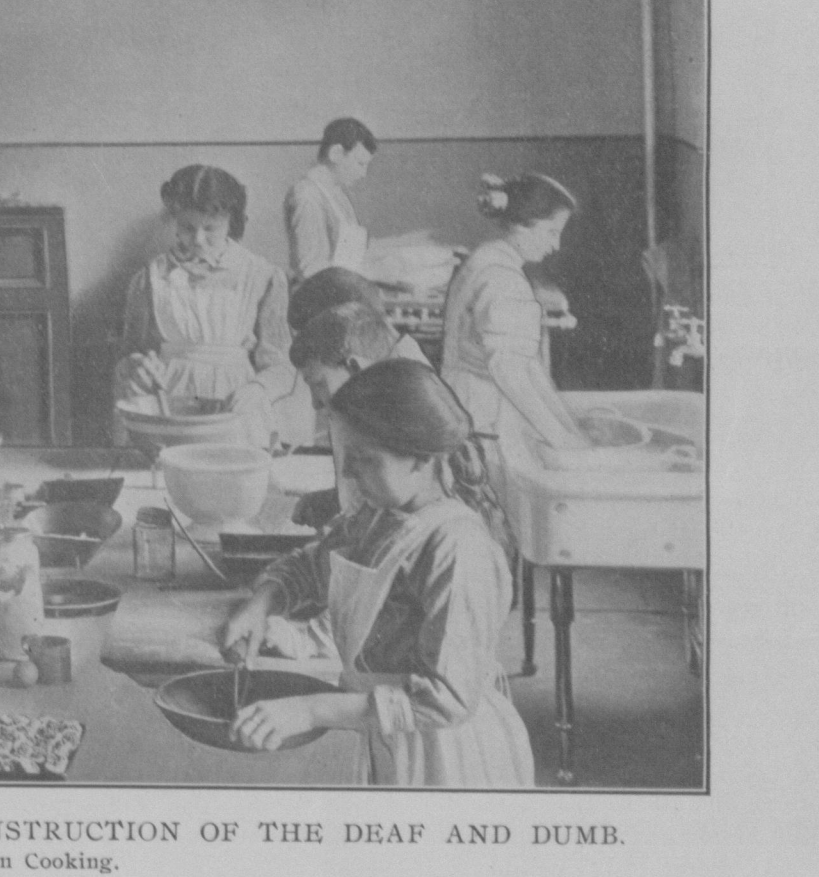
It is important, however, that those who wish to take advantage of these conveniences should make application for them several days in advance of the Reunion.

All correspondence on matters in connection with the reunion should be sent to the Secretary of the Association, Mr. James S. Reider, 1538 N. Dover Street, Philadelphia; and, when a reply is desired, a stamp should be enclosed for it.

In order to pass the time profitably, it is proposed to arrange an undenominational service, at the Institution, on Sunday morning, September 5th.

An outing or picnic may be arranged for September 6th, Labor Day.

Mr. William L. Davis, in his capacity as Second Grand Vice-President of the N. F. S. D., visited Newark, N. J., on business



connected with the society, on Saturday, June 5th. He returned the following day.

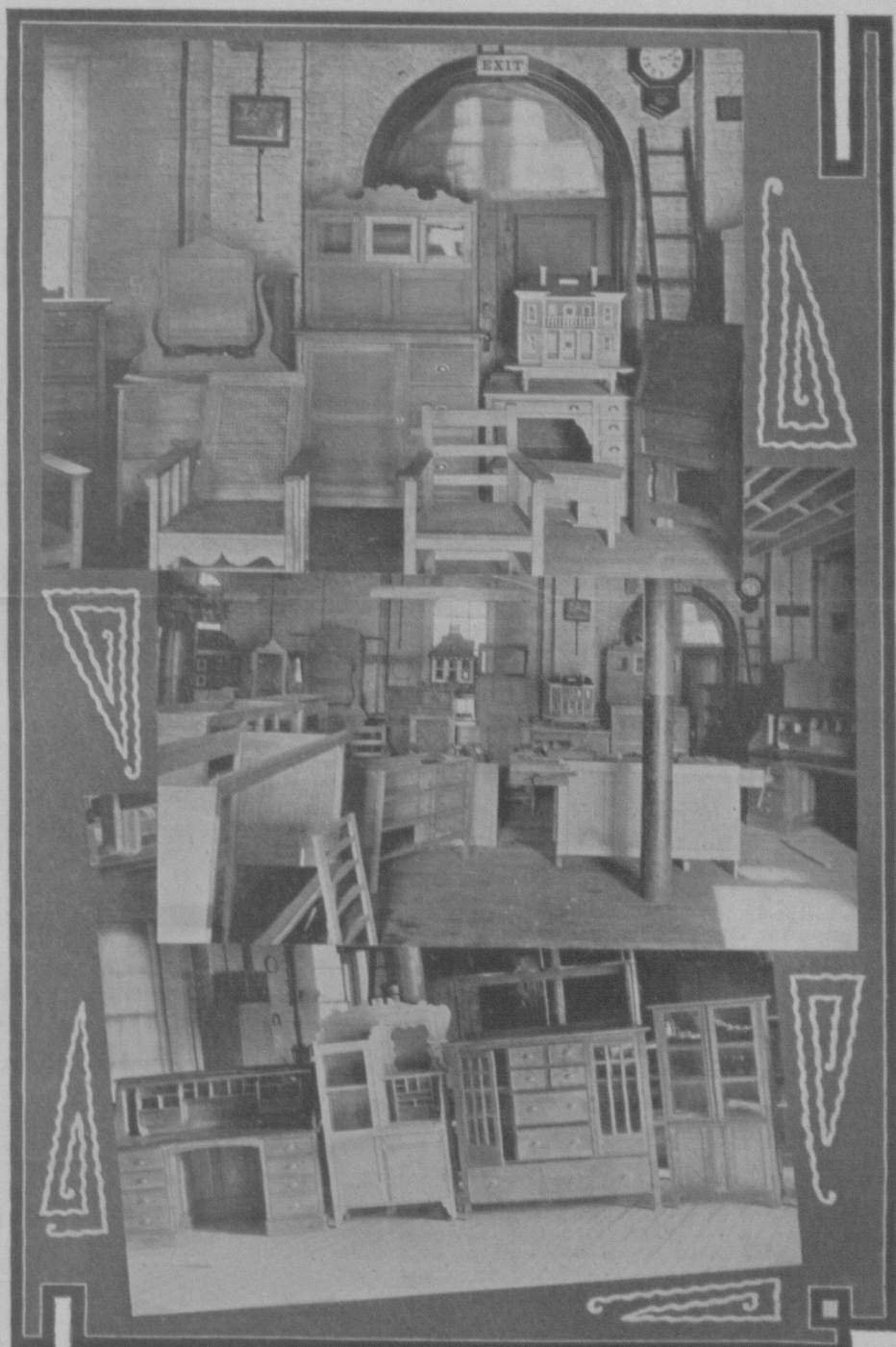
June 7th marked the twentieth anniversary of the Rev. C. O. Dantzer's ordination to the Priesthood in Grace (now St. Paul's) Church at Watertown, N. Y. (1895-1915).

Mr. William F. Hiers, a nephew of our Washington Houston, who has been enlisted in the United States Navy the past eighteen years, reached the Philadelphia Navy Yard again a few weeks ago, and on Sunday, May 30th, was in tow of Mr. Houston at All Souls' Church. He had visited the old church before and now saw the new one too. Mr. Hiers has done duty on the following warships: Vermont, Montgomery, Indiana, Hancock, Atlanta, Lancaster, Pennsylvania, North Dakota, Maysant, and a few smaller vessels. At present he is a propeller on the Torpedo Destroyer O'Brien, and the 3d Petty Officer on the boat. He expects to go to Newport, R. I., after repairs to the boiler of his vessel in a few weeks.

The pupils of the New Jersey School had their annual outing by boat to Philadelphia on May 26th last.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
A Class in Sign-Writing.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF & DUMB.  
Cabinet Shop—Specimens of Work Done by Pupils.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
Basket Ball and Base Ball Teams.

### Graduating Essay.

"AN APPRECIATION OF MODERN CIVILIZATION."

By Charles Golden.

Many thousands of years ago the chief occupation of very illiterate and savage people was that of most brutal fighting with each other. Their pastimes were to ramble around in the dense forests in search of the wild beasts upon which they depended for food and clothing, to fight and kill every human being they met, and to enter the homes which we call caves, without request, and deprive the dwellers of everything they had, after which killed them and then took possession of the caves. The homes were not as comfortable as ours, and the dwellers never lived as safely and comfortably as we do.

As people became civilized, their minds became enlightened enough to understand how to act friendly toward their neighbors. As a result, tribes were formed and managed by leaders. Instead of leaving other nations at peace, however, the warlike

tribes marched to a battle and invaded many cities, with a determination and ambition to glorify themselves by bravery and gallantry, and to bring home spoils of war. Their custom on entering cities was to kill people *wildly* and pitilessly, sparing nobody, after which they pillaged the town.

Victorious tribes were strengthened and emboldened by their successes, and nations grew to devote their strength and energy for the purpose of war and conquest.

Then came the age when the rulers arranged entertainments where the people could make the most of their time in witnessing the most cruel contests between the captive enemies and wild beasts. It took several days to finish this orgy and to satisfy a nation's lust for blood.

On the other hand, mothers and sisters of the fallen foe wept over the loss of their children and brothers, and this sorrow echoed in many hearts among the victorious nation where homes were broken by the loss and death of the sons, whom the rulers, without right, commanded to fight at the front.

At that time the people would rather fight than own that they were in the wrong, because they were wild, excited and blood-thirsty. This fact is due to the wrong the kings did in sending them to the battles that hardened their hearts and excited their minds.

The reason why we who live in modern times should be thankful, is not only because we live more safely and comfortably now than any other time, but also because we prefer to be educated well and do as we wish, rather than to be managed and ordered by cruel, pitiless kings.

We are free and able to do as we wish, if our desires do not go contrary to the laws of our government.

We are highly civilized, and take much interest in industry, learning and art. We strive for the advancement of the civilization of the United States.

Our appointed leaders can be relied upon to guide our nation safely and wisely, and protect us from the dangers imposed by other nations at this critical time. It is our duty to support these leaders and to be always patriotic and loyal to the United States.

Collins Charles Colby.

The late C. C. Colby was taken ill suddenly and died of apoplexy, one hour later, Tuesday morning, June 1st.

The deceased was born at Hubbardston, Mich., March 12, 1859, and was at the age of fifty-six years.

He was educated at the Michigan School for the Deaf, at Flint, and graduated at the age of seventeen years with high honors. His occupation was printing.

He married Magdalena Gottschlag, of Joliet, Ill., in 1888. Two daughters were born to them.

He is survived by a widow and two charming daughters, Ruth

Violet and Violet Ruth. The late Mr. Colby was the secretary of Detroit Division, No. 2, N. F. S. D., and Michigan State Organizer of N. F. S. D., and the vice-president of Michigan Association of the Deaf, and president of the Ephpheta Deaf-Mute Mission of Detroit, and reporter for the JOURNAL.

The funeral was held on June 3d, at one o'clock. H. B. Waters, Lay-Reader, conducted a short, impressive service at the funeral at Mr. Arthur C. Geist's home, 282 Kercheval Street. The casket and mourners went on a funeral car to Wayne, Mich., twenty miles away. Rev. Exelby and H. B. Waters held religious services at the M. E. Church, Wayne. He was buried one mile from the village. Pall-bearers were three of the Frats and three other men representing the Printers' Union. Messrs. Stark, Leach and Rheiner, of the N. F. S. D., and Messrs. Monie, Behrmann and Gentendar, of the Printers' Union.

A great many friends express sincere sympathy with Mrs. Colby and daughters.

### I Know

I know that this Day will never come again. Therefore I will make it the best Day in which I have ever lived.

I know that Happiness is a thing within and that is always in the world and very near to me. I know I have but to search for it, and that as soon as I get Happiness and begin to give it away, it comes back doubled—and more, to me. I know this.

I know that Work is a stimulus and that it keeps the world alive and moving. I know that the people who work with Love in their Hearts and Interest in their Brains are the real Doers and Benefactors of Mankind.

I know that I can be a Doer and Benefactor.

I know that Life is exactly what I make it. I

know that other people and other forces can influence my Life

and Work only as I allow it. I know that I am young if I

live Youth; I know that I am Happy if I live Happiness; I

know that I am Worth While if I attempt and accomplish

Worth While things.

I know that the greatest thing I can do is to do my Best at

all times, and under every circumstance.—Selected.

Miss Beckie Newman desires to inform her friends that her present residence is at the Esplanade, 5 C. Eutaw Place, Baltimore, Md., where she will be glad to see them. Miss Newman has many friends in New York, Philadelphia and Baltimore.

Mr. George D. Van Epps, B. S., a graduate of the Wright School, and a student of Johns Hopkins, has won a Hopkins scholarship. Mr. Van Epps is a student in chemistry and is the only deaf-mute in the University.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF & DUMB.  
Annual Tally-ho Outing of the Protean Society. Annual Picnic of the Adrasian Society.

### Poets.

I'd rather write one line, be jabbers, to stimulate the man who labors at dreary tasks and hard, than have my brow with bays encumbered, and hear folks say that I'd be numbered as an immortal bard. I'd rather chirp one little sonnet to cheer the dame with last year's bonnet, the seamstress in her room, to help the tired and heavy laden, to bring a smile to some sad maiden who bends above her loom, than write an ode on which the scholars would up and bet their bottom dollars that it would never die; than sing a song so great and stirring that it would set the critics purring, and make my rivals cry. The mighty bards! Their stately measure was always writ for folks of leisure who had all kinds of time to read new poems, on divans leaning, and try to figure out the meaning of that dogged rhyme. And as I sit here by the willers and sing the toilers and the tillers, the hewers of the wood; and if I cheer one soul that's saddened, this fat old heart of mine is gladdened, and life seems sweet and good.—Walt Mason.

LEE, HIGGINSON & CO.  
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\$3,500,000.

NIPE BAY COMPANY

First Mortgage 5% Sinking Fund Gold Bonds, due May 1, 1925.

The Company owns a sugar plantation and a modern sugar mill, situated on the shores of Nipe Bay, Cuba. The real estate comprises 127,789 acres, of which 36,936 acres are now under cultivation.

Controlled by United Fruit Company through ownership of majority of capital stock.

Closed First Mortgage on all the Company's real estate, and all improvements thereon, including buildings, sugar mills, machinery, railways and wharves.

Present properties conservatively valued at more than \$10,000,000, or about three times this First Mortgage Bond issue.

Average annual net earnings six years to June 30, 1914, were about 4 times interest on these bonds. Estimated net earnings year ending June 30, 1915, \$2,000,000, or more than eleven times this interest.

Annual Sinking Fund years 1918 to 1924 inclusive will retire \$150,000 bonds per year, or 30 percent of the entire issue before maturity.

The strong security, and the character of the Company's business, based on one of the staple commodities, render this new issue distinctly attractive at 94 and interest, to yield more than 5 1/2 percent on the investment.

SAMUEL FRANKENHEIM  
CORRESPONDENT  
18 WEST 107TH STREET  
NEW YORK CITY

Prizes to the Ladies and Gentlemen wearing the fanciest shirtwaists.

### SHIRTWAIST PARTY

of the  
Brooklyn Div. No. 23, N. F. S. D.

at  
YORKVILLE CASINO  
86th Street, near Third Ave.

Saturday evening, June 19th

Admission - - 35 Cents

Games. Prizes. Refreshments.  
ENTERTAINMENT COMMITTEE.

## National Association of the Deaf

Luxuriously Equipped

Special Train



From Chicago

To San Francisco

Will leave Chicago from the New Passenger Terminal of the Chicago & North Western Railway at 10:00 p.m., Sunday, July 11th, via Chicago & North Western Railway, Union Pacific R. R., Denver & Rio Grande and Southern Pacific Co.

### SIGHT-SEEING STOP-OVERS

At Omaha, Nebraska, about five hours.

At Denver, Colorado, an hour and half.

At Colorado Springs, fourteen hours.

At Canon City (Royal Gorge), about six hours.

At Salt Lake City, a full day.

At Ogden, Utah, (School for the Deaf) about three hours.

At Sacramento, Cal., about four hours.

Members from St. Paul, Minneapolis and Duluth and adjacent territory will use the Chicago & North Western Line and connect with this special train at Omaha, Neb.

For full information and sleeping car reservations, call or write H. A. Gross, G. A. P. D., Chicago & North Western Railway, 148 So. Clark Street, Chicago; or C. C. Walton, 1280 Broadway, New York City.

FOURTH ANNUAL

## PICNIC AND GAMES

OF THE

## Knights of De l'Epee

N. Y. Council, No. 2

TO BE HELD AT

### Elmhurst Hotel Park and Casino

(Formerly Fuhrer's Park)

Jackson Ave. and 25th St.

Elmhurst, Long Island

SATURDAY, JULY 17, 1915

Admission, . . . . . 25 Cents

[Particulars Later]

Second Annual

## PICNIC

OF

### Utica Division, No. 45

N. F. S. D.

Saturday, July 31, 1915

AT

## SYLVAN BEACH

Particulars Later.

JAMES DINGMAN, JR., Chairman.

THOMAS KINSELLA SAMUEL MCALLISTER

FRANK O. LEE

27th YEAR 27th YEAR

## THE LEAGUE OF ELECT SURDS

GIVES ITS

### Annual Outing and Games

AT

### ULMER PARK ATHLETIC FIELD

ON

Saturday, August 14, 1915

Gates open at 1 P.M. Games begin at 2:30 P.M.

MUSIC BY PROF. B. HILGEMAN

TICKETS, . . . . . 25 CENTS

### AN IDEAL OUTING

Near the Sea Shore. Fine place to bring the whole family to spend the day.

### ATTRACTIONS

Will be the Championship Baseball Game, Track and Field Events. Also games for Ladies, Dancing with First Class Music in the Evening. A very enjoyable outing. Good order.

### DIRECTIONS

Take the "West End" Elevated Line from the Manhattan Terminal of Brooklyn Bridge, and get off at "Ulmer Park," and walk two blocks.

BASEBALL GAME WILL INTEREST  
TRACK AND FIELD EVENTS EXCITE  
AND OTHER THINGS AMUSE ALL

ARRANGEMENT COMMITTEE:

ANTHONY CAPELLI, MAX MILLER, HENRY C. KOHLMAN

Fourth Annual

## PICNIC AND OUTING

under the auspices of the

Lutheran Guild of the Deaf

at

WHITE HOUSE PARK

Rockaway Ave. and 95th St.

CANARSIE, L. I.

On Saturday Afternoon,

August 14, 1915

Prize Bowling and New Games. Fine

Prizes. If weather is unfavorable, ar-

rangements are made for large hall.

Admission, - 25 Cents

ARRANGEMENT COMMITTEE

John Hell, Jr., Chairman

Miss K. Christgau Mrs. W. Nebel

Miss A. Lindenschmidt Erich Berg

A. Donus L. Rubenstein

Directions—Take Broadway "L" to Canarsie from Chambers Street under Municipal Building, or take Hamburg Avenue Trolley car.

If your life is worth insuring, and it probably is, *do it safely!* Get a guaranteed policy in the . . . . .

## NEW ENGLAND MUTUAL LIFE

### INSURANCE COMPANY

OF BOSTON, MASS.

(Oldest in the U. S. — Chartered 1835 — Assets nearly \$70,000,000.)

It means:

SAFETY—When Danger is Hard by.

RELIEF—When Disaster comes.

VALUE—In times of depreciation.

CASH—When it is most needed.

COMFORT—When privation is epidemic.

Just the same as money in bank without putting it there.

ALL POLICIES PARTICIPATE IN

LARGE ANNUAL DIVIDENDS HAVE

INCREASING CASH SURRENDER

VALUES, AND ARE ISSUED TO THE

DEAF WITHOUT ANY EXTRA COST.

Many Old Men are to-day living on the value of their life insurance, taken years ago, when they only thought of the welfare of others.

INSURE NOW BEFORE IT IS TOO LATE! IN YEARS TO COME, YOU OR YOUR LOVED ONES WILL BE THANKFUL!

Write me for interesting information and sample policy, giving date of your birth.

MARCUS L. KENNER

Eastern Special Agent

200 WEST 111TH STREET

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ANNUAL

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OF

Brooklyn Div. No. 23, N. F. S. D.

AT

ULMER PARK

(Athletic Field)

Saturday, August 28, 1915

Tickets - - 25 Cents

ARRANGEMENT COMMITTEE.—Thomas J.

Cosgrove, Chairman; A. Berg, M. Lubin,

J. F. Graham, F. A. Brown, H. Han-

eman, J. Kiebler, Jr., L. Davis, W. Aufort,

J. Zeiss.

Brooklyn Division, No. 23, N. F. S. D.

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Benefits and unusual social advantages.

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New York, Rev. Chas. A.

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